THE IVIUM

The Arts of Living, the Liberal Arts, and The Spiritual and Societal Arts

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Understanding The Nature And Function of Living

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Preface

> "The purpose of this text is to evolve human thought into the direction of a more human, rather than trans-human direction."

The current education model was designed by elite capitalists (aka monopolistic tycoons) like Rockefeller in the early 20th century, before any comprehensive science of the mind was ever discovered, and when the peak of industrial capital and monopoly had been established. Its intent was to produce efficient and well adjusted workers and obedient soldiers who would not turn from battle—certainly not thinkers--and who would not question their capitalist upbringing, or the motives and purposes of education as opposed to schooling. In the end we have all come to the realization as a collective that education as we know it is a broken process in need of radical change. For this reason a new education model is necessary, using what we know works based on historical precedents, and modern discoveries in science and technology.

This dissertation is intended to map out the new education model for the 21st century and the new millennia. However, there are no parlor tricks, no technological innovations alone are going to save humanity from a growing ignorance despite a globally developing world. For this reason it must be stressed that the purpose of *school* is economic growth, while the purpose of *education* is personal growth through drawing out the latent talents and abilities in students.

"The accumulation of facts is mere information and is not worthy to be called education since it burdens the mind and stultifies it instead of developing, enlightening, and perfecting it." Sister Miriam Joseph, C.S.C., Ph.D. (The Trivium: The liberal arts of Logic, Grammar, and Rhetoric)

Introduction

Education has a long history, and we can speculate as to the earliest origins of education as perhaps tribal parents teaching agriculture to their children. However, the simple truth is education is a function of the mind. The brain itself is an organ of philosophy. We are the universe learning and educating itself.

In many ways, nature is the best teacher, and one could say mankind's first teacher; the geometry and order in the apparent chaos of nature yields a knowledge far greater than books or any wise teacher could ever bestow. This is a book inspired by both antiquity and modernity, by spirituality and science, by logical and emotional modalities that, once harmonized, transcend the outdated polarized paradigm and instantly become something better through balance and flow rather than blind repetition.

A coherent education takes into account the entire human being, individually, as well as the entire life cycle socially. For that reason parental, ancestral involvement is essential. But in order to more deeply address the core values of character, knowledge and wisdom, the very parents and teachers themselves need to be wise. Thus a coherent education for children is meta-cognitively dependent upon the coherent educator being well educated and critical thinking.

In order to ensure that we have educators and parents that are wise we must provide ourselves with a means of insulating our minds from ignorance and distraction (Pentivium ch. 5). That is not to say that we should never be entertained, but that entertainment should inspire, not deaden the mind. If we allow ourselves to go too far in the direction of hedonism, idiocracy and tyranny will be the result.

Instead, creating a better way of educating starts with acknowledging that the human brain starts learning as early as in the womb. Therefore, education must begin at infancy and continue on throughout the lifetime. The first teacher is the womb itself, the first nutrition from the womb and its universe attached to it (the mother). For this reason the true beginning of the bodily education is in the initial health of the fathers cells; and the mothers cells before, during, and after conception due to the direct environmental connection that they share.

A side note: All humans are equally possessed by an observer. That observer is a force of nature, not a genius or a sage. WE are the observer, not the personal life lived by the infant, but the conscious life lived by the observer.

Discipline, under this circumstance, is the hardest lesson, and so is love. For the observer aids the personal avatar in transcendence of itself. Only when boredom is faced, only when the shadow is illuminated, the ego is mastered can anyone call themselves fully mature. When educators are aware of this fact their mission becomes clearer as a matter of perceiving self-in-other through fractalization (seeing the whole in each of its parts) as well as the holonic nature of this process.

On that basis we can now begin to explore an adaptation of the classical education models that formed the renaissance (the trivium and quadrivium A.K.A. the classical liberal arts). The adaptation for which I am calling Ivium, means "the way," consists of 6 parts that make up the complete human lifespan. All of the parts are holistic and integral and are represented in the contents below.

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Chapter 1. Univium

1. The univium is both the beginning of "the way" and the final stage; the first for spiritual reasons in the yearning hearts of individuals for a better world, and second through the manifestation of that world in the nurturing of the young, and the husbandry of the earth.

1.2 The univium is essentially a nursery aesthetic conducive to brain development in infants, and neuroplasticity in adults. It can't be overstated that the environment plays a substantial role in the development of neural connections at the earliest age, and continues on throughout the lifetime if it is adequately accessed through passion and emotion.

2. Further, We must believe that creating a better world is possible through our daily actions, and care enough to actually do something about it to make positive changes in the world. That is the spirit of the univium. The univium is that more beautiful world that we are either creating or destroying at any given moment with our actions in the aggregate.

3. The univium is both the vision of the more beautiful world and the reality manifest by thought and action. When enough of us are unified by a vision of perfection, we can make great changes or terrible ones depending upon our overall merit. The better we understand natural law, however, the less likely we are to diverge into tyranny or dystopia under a unified vision. And that is why the UNITED STATES government has failed: our people have become workers instead of thinkers.

4. For this reason the univium does not exist, but should be aspired to by every parent who desires their child to be healthy and intelligent, or by every patriot who wants freedom, or every person who wants more out of life than being a servant. An ideal environment for optimal information sharing and exposure to stimulation is what is most crucial at the very beginning of a human life. And if parents can't provide such an environment for economic reasons then there is a problem with the economy, an imbalance that must be rooted out and muckraked out of society.

5. As economic pressure limits the viability of this education paradigm for a majority of people, it then becomes time to reflect upon the viability of the economic paradigm as well, and in many ways that folds back upon the political climate… but that is for another book, which I have already written called *Philosophea*: *Solutions*. Nonetheless, it is not lost on the author that this pressure exists, and for that reason it is that more important for parents to practice the pentivium (chapter 5) so that an informed public can form and start to take back its government from the tyranny of plutocrats and crony capitalism.

6. It is only when humanity is liberated from the constraints of money that they are capable of imagining heaven on earth instead of a parking lot. Creating an aesthetic for the future generations generates no profit and has no capitalistic implications, yet it is a forest that feeds and provides abundant resources to free us from the rat race. If anything such a step towards meritocracy stands as a violent assault on the freedoms of capitalists to inculcate wage slaves and indentured servants of us all.

7. For this reason the aesthetic of the modern school is more like a factory, office or prison than a paradise. If the desired outcome was philosophers and great thinkers and innovators that is what we would get. Instead we get NPC drones, drop outs, and debtors, with exceptions of course, but for the majority school serves no purpose, and it's blatantly obvious.

Defining the Aesthetic

"The most important problem in the world today is the problem of the philosophy by which men live and the philosophy by which society is animated...
"For this in practice is the problem with which education deals; it deals with the whole process by which not only the rising generation but also older generations are imbued with the philosophy all are supposed to practice and which the whole social life of the community is supposed to reflect." ~Ralph Borsodi

8. Univium is the first condition of propagating this new philosophy of living and educating. To define the conditions of such a society and culture we must first come to an understanding about the world in which we live. The artificial world in which we live suppresses our natural humanity in favor of domestication.

9. To understand our ideal aesthetic, therefore, we must understand what natural humanity is according to natural law, as well as the psychological barriers to accepting the truth due to cognitive dissonance.

10. Natural humanity is pure, uncontaminated by the toxic environment created by our collective lack of care. The artificial human is toxic, apathetic, irritable, and antisocial, yet claims to be "woke" and repeats the same slogans as the others in their respective echo chambers. Natural humanity is the playable character, perhaps the original character, artificial humanity is the non-playable character.

11. We know that nature is an important component of proper development in children, and is as important in adults for psychological purposes as well, mainly stress management. And it is for this reason that the U-aesthetic be focused on natural forms, even their essences in the form of geometry and music; plants, fractals and classical music would be basic to what we are describing.

12. To make this aesthetic goal a reality, a new economy and household must be envisioned. From the comfortable shackles of a consumerist economy to an open trusterty economy in which the land is held in common trust to be of permacultural benefit to anyone and everyone capable of taking the responsibility of keeping it. The idea of education, then, is to maximize individual responsibility.

13. Imagine a greener and less industrial world, which uses a balance of technology and natural living to sustainably produce food and resources in balance with the biosphere, while also entering space and so on through refined industrial production. Peace on earth is a requirement for the univium to be fulfilled. For now it is safe to say that unless we envision a more sane and healthy world our species is in serious peril.

14. For this reason we say that the univium is the first and last stage: because envisioning and believing and working towards a better world is the way of creating it (see chapter 6). The univium is the focal starting point of care and love for life and existence that pushes us forward into action and manifestation.

15. To define that aesthetic we need to have a grasp of sacred geometry, and a deeper understanding of the meaning of that geometry in accordance with our relationship with THE ALL (A hermetic term for nature's cosmos, or reality: the universe). When we obtain that deeper understanding through practices of mental discipline we transcend the barriers of flesh and identify with pure energy and consciousness (transpersonal mind over matter).

16. Living as both clay and light, we are the universe experiencing itself. Thus we have the challenge of living according to the light instead of according to the clay. Today most academics believe in the clay, and forsake the light out of ignorance. Today our culture is made of mostly clay, believing in rainbows of division, themselves divided instead of unified; it is only by coherent light that we can collectively achieve our destiny as players of life.

17. Creating new aesthetics is the key to breaking the mental shackles. To shake the mind we need spectacles of beauty and art that have never been seen before. As more people realize

that Christ is a verb to be experienced and expressed, the more likely that such expression will come to the surface of social interaction.

18. The art of economy, of manifest destiny by trust and love alone as the currency, is every human's birthright. Natural law makes us all kings. But no man or woman can subjugate another or make laws against one another. Therefore we cannot govern each other under natural law.

19. The univium is the radical transformation (psychologically speaking) from a type zero civilization to a type one. Through recognition of a planetary organism, through our collective activity as a planetary organism, we create a planet ordered by natural law, biomimicry, and individual autonomy. As opposed to a world government, where the nations still exist to compete, but an overarching government of bureaucracies creates arbitrary excuses for dictatorships to form until civilization collapses or becomes enslaved to a fundamentally immoral system.

20. Indeed, natural law and morality through natural law principles is the key to understanding the univium and in fact the Ivium process as a whole. The Ivium process stands as the key to overcoming the new world order and creating a newer one to replace the corporate fascist state prototype as exemplified by Communist China.

Natural Law

21. Natural law is the ancient wisdom of cause and effect, which is today as immutable and dynamic as it was then. Natural law also includes hermetic principles like polarity, vibration, correspondence, cause and effect, rhythm, gender, mentalism, and CARE et al (CARE is the lost "generative" principle (according to Mark Passio) [as well as those added by the author. See page 36)).

22. The law of correspondence dictates that what we think about and invite into our mind we will attract and attune to. As above so below, as within so without. This makes sense when we understand fractal geometry and the way these patterns have self similar returns. This is why history repeats itself, because human activity is a fractal process.

23. However, what this also tells us is that like fractals, when small structures within the aggregate start to change the bigger picture of the puzzle starts to change in direct relationship to the small. Essentially this is due to chaos, and its rippling effect like the butterfly wing that by indirect action creates a hurricane. When we make major changes at the local level then we cannot help but see changes on the grand scale.

24. Taking the above into account the univium and the Ivium process require coherence with the hermetic principles and natural law in order to function properly. When we understand that we are light and not clay we can also understand that light transcends and unifies us under one source. Through this understanding, that the universe is mental, and that we are all white

holes creating whole universes of experience with our every waking moment, we can begin to inhabit our role as sovereigns over our own lives.

25. No one wants to be a tool for someone else. At least be a slave to the source instead of to a man. Be a slave to natural law and you will be free. Be a slave to man's laws and be lost. From this understanding we can uncover the truth: each of us must be our own economy, our own government, our own papacy.

26. We have it in our power to make the world over again, but in the spirit of light instead of clay. To do so requires a vision beyond the industrial complexes of the previous century, beyond the broken light of the past millennium that deceives and enslaves instead of liberates and inspires.

27. Be under no misconception of the purpose of the state's *education.* It takes a village to raise a child. It does not take a state to raise a child. It takes a state to break a child and domesticate a person. The state is there to counter evils, not to prescribe goods. When the state is prescribing goods you know it has become the evil it's meant to counter.

28. The truth is natural law demands that we abandon the current model of society and culture, government and religion, and evolve beyond them so we can finally find ourselves as we truly are: products of creation.

29. Without big government and big corporations the new stage of human development is going to involve cultural transformations away from big cities and into lands held in common trust for the cultivation and preservation of trusterty (land in trust for the mutual benefit of everyone in the form of food forests and edible gardens that would span whole regions over generations). People would have to work harder to get less *at first*. But you know what they'll still have a lot of at that point? Personal freedom including travel and bodily autonomy.

30. When we become self governing we instantly recognize the fullest potential of our human existence. Free from slavery, tyranny, and all forms of suppression for suppression sake, society can begin to heal from the scars of its barbaric past and finally start to evolve past predictable cycles of consumption.

Beauty

31. It has been said that beauty is in the eye of the beholder, but the beauty of nature is beside opinion or taste. Nature is beautiful because we are beautiful to correspond to nature, and because nature and our minds connect in such a way that we can perceive the hidden truth of all reality without realizing it; we are both natural and yet capable of being artificial.

32. The natural connection to beauty grants us the realization that we are the greatest and most advanced technology that exists and our potential is virtually limitless simply as we are. The artificial connection to beauty grants us the realization that we can always be improved in various ways and that those improvements could be considered a part of the human evolutionary

process. The synthesis of these two is that we are perfect because we can strive to improve, *however* we choose to do so.

33. Moreover it is important to define beauty, and perhaps value. We define beauty or value by three categories: rarity or excellence, complexity, and functionality. The more rare or excellent, complex in either composition or constitution, and functional in terms of viability suited to its purpose, the more beautiful or valuable it is likely to be.

34. Beauty is a symptom of the above qualities. When anything is common it is inherently less beautiful at an objective level like how familiarity breeds indifference; when anything is not functional according to its purpose it is inherently frustrating and contemptible; when anything is simple it is either invisible or so common that it's taken for granted (consciousness for instance).

Truth

35. It was Jiddu Krishnamurti who said that truth is a pathless land. That you must be a light unto yourself in a world that is becoming utterly dark. His truth resonates today.

36. The truth is a taboo subject in today's world because today's world is literally built and founded on lies. It's like the sudden shock to the eye that has been conditioned to darkness. The truth is everyone can escape the world handed down to them by their overlords. Were there a concerted effort this would be over in a fortnight.

37. The issue is fear. Fear limits our ability to question the people supposedly protecting us; it limits our ability to think clearly and once it reaches crowd-level all thinking stops. Once panic and hysteria are reached there is not only thoughtless behavior, but malicious and hateful behavior can and will be exhibited due to autonomic nervous responses to guttural fear (fight instead of flight).

38. Truth is not obtainable under the condition of fear. Fearful minds will always contaminate or fracture or augment the truth to suit their desired world view. This is a symptom of cognitive dissonance, however, and represents a major stumbling block of modern education: the dinging bell, the raising hands, the single file lines, the don't want to be late for class, don't want to fail, it's all one big program.

39. Modern education is about funding and ROI , not about the children's lives and not even about what kind of culture and society we want… It's a blatant shame that we've allowed education to be as terrible as it is for as long as it has without a generation coming out and demanding better for the following generations. What this implies is that every generation since the invention of modern education has become gradually dumber until the present where only a handful (relative to global population) are even able to recognize the problem, let alone create and implement a better education paradigm.

40. Attempts have been made but never ideas that stand to overshadow and culturally replace the modern education system. The truth in this matter happens to be one which the present author has seen in many areas where the integration of educational philosophies has been seen as impossible and yet… What we have is a tree without a trunk. Branches suspended in the air with no trunk to unify them.

41. What this implies is that there is a way to unify or purify the current education paradigm, we just have never used the right kind of thinking to actually conceptualize it let alone implement it. In large part this is due to a lack of adult responsibility regarding self knowledge and independent, auto-didactic education. However, there is a way to correct this, and we will go over that in chapter 5 on the Pentivium.

42. Suffice to say, preparing children for life by teaching them law, history, economics, and philosophy could do them only good, yet these are the exact courses never taught to the average student let alone the average citizen. In fact we live in a world where those enlightening things are boring, yet watching people play video games is entertaining. It is as if teaching meaningful and helpful subjects is against some sacred tradition: keeping down the useless eaters with perpetual nonsense (bread and circuses) that they learn to crave out of an absence of active literacy.

43. The truth is we collectively live in the time period were the least among us live temporally, no matter how many there are. Meaning because there are still people living like it's the day after Christ died, that's what time period we are all still living in the aggregate. So until every last human is free from the shackles of ignorance we will all still be cursed with shades of darkness.

44. As long as there is still one person enslaved to money or authority, to society or to their own vices, we are all enslaved through correspondence. Thus the necessity for a coherent and comprehensive education schema to integrate public action as a means of sustaining certain educational programs like: gardening, martial arts, home economics, and eventually law/natural law, mechanics, agriculture/permaculture, architecture, and all of the necessary disciplines of citizens capable of governing and building their own society without the need for a formal government.

45. In this way we are both living according to natural law, and using natural law to free ourselves from tyranny. The active participation in the project of civilization is in and of itself the currency. This way we can overcome money by loving and trusting our brothers and sisters with whatever work they gain citizenship from.

46. However, we are divided by rainbows of illusion and by petty disputes, we are a tree with no trunk, and we are not the great WE that can stamp out tyranny as it forms as if it is wise. Instead when WE is cast in illusion and lies (like it is today) tyranny can use it to enslave us all.

47. Thus the need for a newer world order where humanity sloughs off its old forms that have forsaken them for a genocidal vision of depopulation, eugenics, and transhumanism. The need for a newer, more caring and nurturing world is self-evident in psychology. The artificial

disconnection from humanity altogether must be fought against, and natural, community style homestead style living embraced, and particularly for the children.

48. Then, of course as technology advances you could have virtual reality as a standard form of entertainment even in the homestead setting. The issue isn't technology, it's how it's being used. So much could be taught through virtual reality, but that will not happen as long as the inspiration is profit for shareholders over benefit for the aggregate of humanity.

49. The point, the truth ultimately being that the species itself is resting in the balance with regards to how it chooses to educate and subsequently live in order to raise the future generations. To do what is right because it is right and because it is difficult. The truth is we are all one at a fundamental level and we all deserve the best from each other. The only way we stand to get there is with a new philosophy of education.

Economics

50. Economics represents the goodness of society. When society is good, in terms of functionality and coherence, there is a flow like a school of fish and projects get completed, people are happy. When society is not good for usually artificial, corrupt reasons, the instability causes violence and suffering.

51. Economics is the foundational study of how to be resourceful and frugal with those resources to live comfortably within your means… Just kidding, that's what economics means, but our economy functions much differently due to artificial factors that contribute greatly to the destruction of the environment, and to the impoverishment of the individual. Things like interest, credit, inflation, and credit default swaps, subprime loans, the instruments of enslavement to convenience.

52. In all reality cars could be socialized and insurance companies would go out of business but travel would be free. And in addition to that people would be required to get a license to drive and this would act like a credit card with a chip in it that you would insert into the steering wheel like the key is normally, but that card would activate the car. Once activated you can drive the car anywhere and it will give you suggestions to pick people up as you go that you can choose to accept to earn credit, but if not it doesn't hurt your credit (just an idea).

53. The point of doing this is that it actually makes more sense from a standpoint of the environment because this would mean overall fewer cars and smaller parking lots, but also less expense to the consumer for products that cost an incredible amount. Between a house and a car people are living under financial oppression inadvertently, just in order to live normally in today's world.

54. Cars and car repairs are a huge expense that we could push over onto automation and in some cases facilitated repairs. Through socializing the cost of repairs, cars can be better maintained, lasting longer and emitting less if they run on gas.

55. Plus, as opposed to needing insurance, accidents could be handled as accidents. Each car is insured by the aggregate of society in love and trust. The result is the freedom to travel responsibly.

56. And speaking of responsibility, since anyone can hail a car that is being driven in this vision of the future, people who are drinking can get transportation rather than think it's a good idea to drive themselves, plus they won't have the issue of their car being left behind.

57. The point is that socialized cars make sense. And we are not suggesting that no one own a car as personal property if they really need that immediate reliability of a car, but when we reorganize society and culture so that we only need to work max four hours a day, and be thriving and healthy, then driving will both be less necessary and less time sensitive and more of a means of long distance travel for leisure rather than work commute.

58. Decentralized production of food and other essential resources and the production of clothing and shelter by the society and community as opposed to corporations or businesses means wealth and freedom were hijacked when those traditions of craft were replaced with industry.

59. According to the Henry George philosophy of economics, land was not made by man and should, therefore, be held in common trust. Unfortunately this stands in direct opposition to the papal bull of the catholic church regarding their jurisdiction over all lands of planet earth. Governments then get jurisdiction at the behest of the ecclesiastic order of this world. That is part of what we meant when we said that we are living in the time period just after Christ's death. Rome is at the root, historically, of the mess we are in, and it is to this day, along with the royal family.

60. When those relics of the old world die then and only then will Christ come again. The value of such a society is in the freedom and ability to provide for themselves unhindered by massive corporations, governments, religions or bureaucratic institutions. When society is so unhindered it must, therefore, be coherent with natural law or it will cannibalize and kill itself through inevitable in-fighting. Basically we must be guided by the will of God and not our ego if we are to be self-governing, enlightened, and sovereign.

61. When we have reached a level of sovereignty at the aggregate level we will have the ability to establish a new economic order. The ability to establish a new economic order will be exemplified in the great works done in the name of said new economy representing a new paradigm. Trust and love being the drivers of economic activity as opposed to fear and doubt.

Chapter 2. Bivium

1. Once we have a world that has its focus on cultivating the individual, a society of diversity and complexity, as well as functionality can begin to emerge, which was suppressed by the previous culture and education paradigm. To ensure that we utilize the environment at its maximum potential, the active participation in the geometry and stimulating patterns of nature require us to both design our preschool settings to be more natural, and that young children get as much time in nature as possible while they are young.

2. The immersion and spontaneous play in environments that display complex geometry and complex music acts to prime the student for the following stages of their education. The state of play has a way of bypassing many of the conscious barriers that exist in the waking mind, allowing much of the complexity to be embedded, yet granted without dictation or formal instruction.

3. The principle of this stage is for education to assume formlessness and remain casual and yet inspirational. The beauty of expression is to be explored in this phase of development, and this stage of education. The expression explored here should be that of the child themselves through whatever medium they choose to gravitate towards.

4. In this most formative stage of development the need for observation and cultivation of talents and abilities needs to be the primary priority. Children will always show their strengths spontaneously, but it is the responsibility of the parent and society as a village to provide the very young with unrestricted opportunities to express their abilities unhindered.

5. But the bivium is more than a fancy daycare, and can be interpreted as a method similar to those deployed in Asian countries that bypass the conscious mind into the subconscious starting at infancy. The difference being that when the content is purely environmental the process is completely immersive and totally interactive. Rather than trying to cram information into momentary bits with a person dictating with words, the constant environmental stimulation of an univium culture translates to a more simulated and thus a more complex brain (more neural connections).

6. Only by designing our world can we tailor our experiences and thus those of our children to optimize happiness and fulfillment in the new millennium. The bivium stands as the first challenge of raising children once a better world has been established: to create the curriculum and the necessary lexicon for a sovereign citizen.

7. Like a dictionary was vital to the enlightenment, so too the new enlightenment needs a lexicon of concepts in visual form so as to integrate them into the subconscious for later instruction. The premise being that the earlier you imprint this information the better, and the more regularly it is imprinted the more integrated this information will be in the student.

8. For this reason this method could be dangerous in the wrong hands. The immersion of a child into the wrong environment with the wrong stimulation could grow mentally unstable

individuals. However, with the right stimulation a person is more likely to be intelligent rather than psychotic. The right stimulation would be nature and sacred geometry, astronomy, and husbandry of the earth to learn care and the similarity in all life. The wrong kind of stimulation would be violence, gratuitous sex, gluttony, and theft.

9. The integration of the playful, hands-on connection to the world around us through the bivium resonates into the following stages just as the univium does as a general aesthetic. The logic of this is that as this hemisphere is unlocked and cultivated, we can prepare the child's mind for the trivium (next chapter), which pertains to the unlocking of the left hemisphere responsible for logic and reasoning.

10. Logically speaking it makes sense to facilitate those parts of the brain that are devoted to language development, a stable emotional state, as well as social ques and creativity at the most formative stages because their brains are wired for these things at that young age. Developing as many connections as possible is important because the more connections and the sooner they are made the more those connections can be broadened and integrated as this process continues into adulthood.

11. The key function of the Bivium is to fix the neural plasticity of youth into place with a perpetual dance with madness. Once a degree of eccentricity is reached that cannot be broken it is time to move on to the trivium. The idea is to observe the nuance of character and traits like creativity and curiosity. If they are absent, cultivate them through guided experiences.

12. It is the mania of creativity and the passion of vision that have been all but stamped out in society. But it has always been the mad ones, mad to live and mad to die, that have created incredible things and ideas that we use to this day. In fact it is the genius of the individual that has brought about the prosperity of the masses and to limit that genius is to limit the general prosperity of mankind. Surely this is a crime by any standard yet it is legal and permitted by the general population out of complete ignorance of natural law.

13. The remedy, of course, is to liberate the mind through education. Of course we have made the distinction previously that school and education are two different things. Thus, we are establishing a rooted connection to wonder and passion to fuel the minds' curiosity through the didactic lessons that are to follow as the students progress to the seven liberal arts.

14. What we are doing at this stage is cultivating the spark, grooming the children for the appreciation of (and interest in) the natural world and how it operates. This will become useful in the quadrivium and pentivium stages. However, in order to appropriately awaken or unlock or activate the left hemisphere from a slumber of playful childhood, the trivium follows.

Bivium: Concept Lexicon

15. Creative thinkers have a way of envisioning and imagining the future. The inspiration for this concept lexicon is the result of a fantasy character called booko, a hologram created by a magical

book. However, when we look at what his function is, as a guide to the multiverse, it becomes apparent that this idea of a guide to the realm of reality through visual aids and auditory aids would be instrumental to introducing and exploring reality and its characteristics.

16. Between this kind of mechanical knowledge explored at an early age and the underlying principles of how they connect gradually becoming clearer, the sooner this can be applied and the less mystified it is likely to be, the better it is for society as a whole. The better rounded and overall intelligent a person is the better.

17. The premise of the economic system that we need workers instead of thinkers is dead. We need thinkers instead of mindless activists as well. We need critical thinking, not critical race theory. The latter is the result of a total absence of the former.

18. The intelligent world needs a new kind of library and a new kind of dictionary or encyclopedia to replace the centralized monopoly of the collegiate system, and create a new kind of academic structure that is community driven and culturally rooted in enlightenment. With both the internet, this concept lexicon, and our already existing desire to share information hard wired into our brains, it only makes sense that we should break down the university system as it is today and replace it with a totally open source education-and-agricultural-based (i.e. what receives the most attention and funding from) society.

19. Of course in order to do this the univium must first exist in the hearts of the people. If no one sees the possibility of a better world and a better way of living and educating then those things will never come to be. It takes people imagining, believing, and actively working to achieve anything for anything to actually be achievable.

20. The spirit of evolution calls humanity forward through the portal of education. The lexicon of concepts, as a tool, would act as a portal for all ages as long as they knew the language and could see.

21. The approach to presentation of this lexicon can only be limited by the imagination. In the film *The Time Machine* (2002) there is a digital librarian that guides visitors in the national library. And so essentially this technology is not new, but it's time has come.

Balance: Education and Play

22. The proper balance of education and play is none, because education done right is entertaining. Similarly, entertainment done right is educational.

23. The current culture is about consumerism, not education. We can see this in everything. From oversexualized music to sports events and literally everything on television or the internet; it is all consumer centric. The idea is to inflate the ego and disconnect the person from nature and get them as dependent on consuming products as possible. They will have no skills of self sufficiency and feel dread at the idea of providing for themselves the comforts which nature gives at the price of labor.

24. The truth is we don't need money to live. We need to trust and love one another and actively participate in the project of civilization. Were we to do this, the balance of play and education could and rightly should resonate throughout society.

25. The implications of this are as follows: The capitalists have hijacked the world and made it trivial and boring to benefit them. We can make it fun and functional again if we break away from the consumerist culture, and amend our government to make homesteads possible again.

26. The homestead is a house with land attached to it, usually cultivated for feeding and perhaps clothing the household. By reestablishing homesteading as the ideal of comfort and human satisfaction, society can return to an agrarian culture that cultivates deep thought due to a reduction of working hours through technology. Living this way in a permacultural world means parents can be parents again.

27. However, more importantly children will be raised with a connection to the land in a condition of independence. The biggest criticism of this way of life is that people grow up poor and ignorant. The solution, then, is to create a culture of education that creates and provides informational entertainment or simply information like that of a visual audio encyclopedia with search capabilities and real-time interactivity. The point being that instead of money, information and access are the currency of the future.

28. Education and active use of knowledge and skills is the only economic element necessary for a functional society. Under this condition a formal government does not need to exist, but can if necessary. The point being that money and government are designed to put us in shackles as a matter of course. We toil for capitalists and we live for money. We are basically slaves, and even the ones benefiting most have almost no choice but to do what the money tells them. It has taken a life of its own.

29. Money is against play in that the incentives of acquiring money are opposed to the desirable acts of life. No one is getting paid to have sex with their wife in private. Children do not get paid to play their favorite games. Capitalism does not reward joy, it rewards suffering with a smile. Capitalism does not give us happiness, it gives us mindless disconnection and consumption.

30. The balance is that we should be educated to enlightenment standards, yet use those standards to transcend them altogether. Balance is a transcendental state of being not left or right, not up or down, but in the middle harmony. The truth is that the balance of opposites is the key to life.

31. Play and work constitute a polarization that only exists due to a system that only rewards suffering over a society that cultivates joy. Think of the difference in these types of society… one rewards and thus encourages suffering, while the other cultivates joy and thus comfort and human satisfaction in life. The fact of suffering is inescapable, but we should not reward suffering in terms of toil, but rather we should simply be cultivating joy through ever-broadening insight into what joy is and how to create it for all as all.

32. The truth is the great work is about playing life as the first player as opposed to being an NPC. Without a deeper sense of self than the avatar, the person or being has to search for meaning in the five senses. This creates a distorting imbalance in their perceptual awareness in that they will cut off their intuition and their sense of identity in order to lower their spiritual truth to the level of an automaton to fit into society.

33. The tragedy in this is that the person stuck in this cycle has almost no idea they are. Most people never learn the actual beauty of being a human that has no toxic cultural contamination, be it spiritual, mental, or physical. Most people don't know what natural law is so they think it's only natural to be taxed and governed to death.

34. The truth is the work play balance is completely broken. We have made everything, yet the capitalists can't let the zombie of capitalism die despite the inherent lack of scarcity world-wide. Capitalism created its own demise by producing so effectively that it virtually eradicated scarcity, thus creating a soft generation that demands socialism and democracy out of ignorance of both God and natural law. Yet capitalism lives on artificially through instruments (The Federal Reserve and IRS) invented to keep it alive despite being obsolete by definition.

35. Government has become a monstrosity worse than if there were none, and so are its corporations, banks, media and all other "non-governmental" agencies (WHO, IMF, UN, WEF, etc.) in indirect control of public behavior through policy agendas like the United Nations policy report Agenda 21.

Video games

36. Video games are a potential tool for learning that has largely been used to either purely entertain so as to totally distract, or indoctrinate through subliminal messaging and blatant programming, most times a combination of the two. This is the true art of video games: make the most entertaining propaganda possible.

37. For this reason video games have the potential to reduce humanity to a shriveled shell, or raise humanity to a deeper sense of connection to all that is. Video games could easily replace much of the education we receive didactically, but the profit motive and the oligopoly racket of the entertainment industry keeps them as purely entertainment rather than anything elevating or even practical. Literally the only thing video games are currently practical for is war, and it's not a secret that this relationship is tight.

38. The secret truth of video games is simple, they are a perfect metaphor for life as a human. A being outside of the video game dimension controls an avatar. The avatar is not aware of itself, or the player. The life of the avatar takes place inside of a computer, but is represented on the television as a coherent picture. At the end of the day our brain is the computer and the perception we feel is like that information rendering on a screen, while God is the player of all avatars simultaneously.

39. The importance of understanding video games philosophically, of course, is that when we treat life like a game we can learn how to enjoy life more and make the economic process far more exciting and worth living than it currently happens to be. Moreover, when we embrace life as an adventure, the outcome of even just pursuing dreams as opposed to locking step into a fixed economic role is the difference between self actualization and slavery. We can allow ourselves to be the NPC pawns of the ruling elite or we can step into the player role and actually master our aggregate destiny as a unified species.

40. When WE come together as heros, as kings and queens of this realm, as avatars that transcend and know the player, are one with the player force, the premise of a new world order becomes original and beautiful. Rather than allowing the new world order to be determined by plutocratic elitists, WE are the rightful heir to the throne of this world, and WE can take it only when WE are *all* truly free.

Chapter 3. Trivium

1. In the spirit of brevity we are not reinventing the wheel. The trivium is well documented as an education method and curriculum. Elementary schooling is based on the trivium but leaves out logic and rhetoric and focuses instead on grammar and basic arithmetic. What we intend to do here is to briefly inform the reader as to the reason for the actual trivium to be reinstated, especially in the context of the broader Ivium concept we are conveying herein.

2. This chapter is not intended as a course in the trivium. For that, purchase the text book titled *The Trivium: The Liberal arts of logic, grammar, and rhetoric* by Sister Miriam Joseph and or study Jan Irvin's work at triviumeducation.com.

3. Instead, this chapter is intended to disclose the powers acquired through the trivium (critical thinking skills) and make the reader understand that the trivium was restricted from slaves when it was popular because it would make them unfit to be slaves. Today elementary education is a broken version, a corrupted version, broken and corrupted in order to keep people in the dark, incapable of critical thinking. The premise that children today are dumber than they were a hundred years ago is just absurd. The wealthy elite make sure their children learn logic and rhetoric, but the vast majority of middle class people and below never do.

4. As you can imagine, this is the reason for our current state of society. Most people don't find enjoyment in learning or challenging their minds. The result is that we are more mentally shackled to the dependence of the state than ever in history.

Trivium 101

"The accumulation of facts is mere information and is not worthy to be called education since it burdens the mind and stultifies it instead of developing, enlightening, and perfecting it." Sister Miriam Joseph, C.S.C., Ph.D. (The Trivium)

Logic- the thing as it is known
Grammar- the thing as it is symbolized
Rhetoric- the thing as it is communicated

Grammar

5. Grammar is the first art that children would expect to encounter in the classical liberal arts education of the trivium. Grammar is the means by which language is symbolized after it has been learned linguistically. Because the bivium will be using the first lessons of the linguistics in the univium, the univium and bivium act as a springboard for learning the formal grammar of the trivium through natural exposure. Without this springboard, the complexity of grammar can seem overwhelming to many children, and in truth grammar is a difficult subject no matter how much preparation one gives to the student.

6. According to the Trivium by Sister Miriam Joseph, the function of Grammar is to "establish laws for relating symbols so as to express thought." When a word is given meaning in relation to a concept in reality, it is called a term. When the reader or listener receives the precise meaning intended by the speaker or author, the author and the reader have "come to terms," and so the information has been successfully transmitted as intended.

7. The many parts of speech: nouns, pronouns, adjectives, verbs, conjugations, adverbs, etc. constitute the best part of grammar. The harmonious understanding of their combination is the purpose of studying grammar so as to understand the function and nature of language. Though grammar may not be the most exciting subject, it is fundamental to the broadening of the mind to understand and abstract from symbols to manipulate and understand reality.

8. The art of grammar deals with propositions, statements of supposed fact, or ideally with truth, relating to a clarification or expression thereof. The clarity of the proposition is determined by the syntax, or the order of the words and how they are related to the intended meaning.

9. For our purposes we will include symbology in the context of grammar. Symbol literacy, especially in the world of today, is one of the most important forms of language and expression. Every icon and symbol used by corporations, governments, organized groups have intended and oftentimes hidden meanings based on ancient and sometimes occult origins. The symbols themselves convey information at a subliminal level, bypassing the logical mind into the emotional spheres of the psyche, causing unintended or unrecognized reactions at the subconscious level. Breaking from their influence requires logic.

Logic

10. The art of logic is the art of the arts. Logic is the art of thinking, which impacts all the other arts, both directly through the process of thought, and indirectly through the resulting perspectives derived from thought. How we think impacts how we interact with reality and our own perception.

11. Metacognition is a function of logic, which deals with thinking about how we think, resulting in a deeper knowledge of self.

12. Fallacies are the most important aspect of logic for the times in which we live. Propaganda, also known as public relations, is a serious problem that has reached a critical point of division, polarization, and atomization in the public. This problem of propaganda is mostly thanks to Edward Bernays (author of Propaganda 1928, Crystallizing Public Opinion 1923, Public Relations 1945, et al). However, the cause of propaganda is not the same as the present form of propaganda and its source. Public relations firms exist in the form of "Councils:" the Council on Foreign relations for instance, which acts as a hub for the propagation of a globalist agenda by the western powers.

13. Seeing through lies and propaganda requires that we are critical thinking. Of course, logic is the key to critical thought, in conjunction with a comprehensive knowledge of grammar—in order to have absolute clarity in language. The trick of propaganda is the slight of hand of language, its manipulation, and the known psychological impact that certain words and their connotations have on the mind. Breaking free from this influence requires that we understand logical fallacies and their antecedents: misconceptions, myths, false beliefs, lies, etc.

14. Logic is concerned principally with truth, the step by step process by which we can attain knowledge of truth. For this reason it is also concerned with lies, because to know the truth we must also be able to know a lie when we see one. This practical aspect of logic is why it has been forgotten in academia, and probably regarded as elitist and or racist by the people who hold leverage in the university think tanks. They want you to be incapable of recognizing a lie, because that is their entire platform beyond the university setting into the business and institutional world.

15. For instance, the logical fallacy called Argumentum Ad Baculum means appeal to the "big stick" meaning that if you don't fall in line with what we tell you, you will be punished big time. This is the case today with vaccine mandates and other tyrannical dictates intended to intimidate those who would not fall into lock step compliance with: restricted access to basic activities, discrimination in the work place, baseless accusations and insults, and other criminal actions taken by a governments that have become out of the peoples control.

Rhetoric

16. Rhetoric deals with the expression of thoughts derived from logic. The need for clear communication of ideas is fundamental to a functioning society. The art of expression and coherent communication is, therefore, essential to civilization—especially in times of confusion, division, and polarization within society.

17. The classical trivium dealt with not only writing but oratory. Oration is the art of the lawyer, basically, meaning that it is a spoken expression derived from logic. The ability to orate is something that has become unnecessarily specialized. The functional expression of logical ideas is something every person in society must have in order for society to function properly.

18. Through grammar we come to logic. And with a proper apprehension of grammar and logic, we can properly convey the truth derived from logic to an audience. The process of the trivium leads us to Rhetoric, which is the execution of these arts through application. This process resembles the second and third stages of the Pentivium (chapter 5), which are simply the acquisition and application of knowledge in a continuum. [The study and application of the trivium could and should act as the first lessons for Pentivium practitioners.]

19. Rhetoric is the art of persuasion to the general population, and dialectic is the art of philosophical discourse, concerned with worldly issues, and which is directed at philosophers. Rhetoric and dialectic are capable of "generating arguments on two or more sides of a question" (*Trivium* p. 227).

The Liberal Arts

20.The Liberal Arts were the key to the renaissance and are a powerful tool of developing and perfecting the mind. The trivium, consisting of grammar, logic, and rhetoric, plus the quadrivium, consisting of math, geometry, music, and astronomy constitute the seven liberal arts.

21. The Liberal arts are a time tested method of education that works. Yet these arts are less common today than in the period of the enlightenment over 200 years ago because at the turn of the 20th century it was deemed unnecessary to enlighten or truly educate the masses, but rather it was deemed necessary to train them for factory life, and give them information rather than educate them.

22. Trivium means where three roads meet. The three roads lead to critical thought and a desire to learn. When we understand the nature and function of language we can better communicate and understand information. By removing this from education, the ruling elite have

ensured that the general population cannot understand or solve problems on their own as a society, rendering them dependent on the controlled puppet state. This also explains why poetry and high society has largely died, replaced by mindless entertainments, bread and circuses.

23. However, when a population is equipped with the powers of critical thought they can overcome any obstacles, and tend to appreciate their existence all the more as well. The reason being that they can easily solve problems using methods of reasoning. This is why the trivium has the potential to liberate humanity from the dependence of government by placing them into a state of self governance and independent thinking.

24. In effect the trivium method renders a student unfit to be a slave because they will ask too many questions and see through too much of the lies to be so easily manipulated. The problem with the world today is that people have been raised under a school system thinking they were receiving an education. Because of this they ignore the conditioning, indoctrination, and programming they received from childhood until the present.

25. And so because the average person calls academic fluff education, and thinks regurgitating information is understanding or wisdom, the premise of critical thinking as the foundation of educated thought becomes lost. Therefore, very few have a sense of what it means to be educated, free thinking, or well informed in that context. Many associate intelligence with the antiquated collegiate system with its titles and degrees. However, much of those titles are counterfeit, like a stamp of approval rather than a spirit of philosophy or agape along with the facts and figures confided.

26. Many teachers are equally unaware of the origins of the modern school system and its purpose as any lay person. The issue is the core context of truly liberating education is left out of modern schooling and thus renders the population ignorant of their rights, their potential, and their actual history. The result is like that of an assembly line or a line to the cattle cars. We can only change this around by changing our philosophy of education.

Why the Trivium?

27. What do we stand to gain by re-establishing the classical liberal arts as the primary education for children from elementary to middle school age? For starters, introducing grammar as a primary subject to all children breaks down the barrier of communication both societally and legally, nipping the central problem of our culture in the bud: ignorance of both law and of the nature and function of language.

28. Second, the focus of grammar also gets some of the most challenging and didactic aspects of literacy out of the way so that children can better understand and integrate information as they go along. By not cultivating grammar we are creating a situation of the blind leading the blind.

29. Third, the trivium was historically withheld from the common people to keep them in their place. The trivium and quadrivium elevate the mind out of the condition of a mere pawn, or peasant. The critical mind is unfit to be either a slave or a passive actor in the background who's life has been scripted.

30. The track record of the trivium is as good as it gets. And to suggest that people are too different today to need this kind of education is just erroneous. I would argue that it is actually more necessary today because of the changes happening to language and communication. As we move further into the technological age and into whatever age we inhabit, we as a species are only as good as our ability to speak to one another effectively.

31. The above is solely regarding grammar, let alone logic and rhetoric, which are themselves integral to communication. Because the classical liberal arts are not taught in school, the average person is functionally literate (they can perhaps read and understand words) but critically illiterate (they can't see beyond the words to the underlying meaning that can be deduced from the words and their meanings and connotations). Much of the language of tyranny is a deceit. Seeing and puncturing this veil of lies is only possible for those equipped with critical thinking and an understanding of language.

32. Never before has education been more pivotal to the future of human society. The implications of failure are grim, like the blood stained pages of history. Choose to ignore them out of privilege and complacency, and you will relive them in bondage and hysteria.

33. Therefore, the trivium acts as the master key of keys to truth and freedom by securing the mind from the influence of others. Once the gifts of literacy, logic, and linguistics have been given through education, they cannot be taken away. Once the door of knowledge has been opened that door can never be shut, which is also why the critical mind is unfit to be a slave.

34. It is perfectly understandable then, as to why the ruling powers have seen fit to remove the proper trivium from standard curriculum's: 'Workers do not need to think or philosophize. Besides, why does a worker need to think and philosophize anyway? Think of how tragic it would be for a person to be so thoughtful and full of depth to be so dehumanized in the factory setting, so it's best not to elevate them to that level so they don't realize how truly dreadful their lives actually are.'

35. The trivium renders a person unfit to be a slave or a zombie or an NPC drone. Thus we can say it is especially necessary in our time of substantial authoritarianism from global, non-elected entities that have been allowed by political criminals to seed absolute control over the people of the world through legal means (paying off politicians), media propaganda, and school indoctrination.

36. It's going to take a population of smart people to solve the problems created by the very people who want to oppress us in the name of protecting us from those problems they created. It's called the Hegelian dialectic: create a problem, cultivate a reaction, and provide the solution (which is just doing what they wanted you to do in the first place). It takes critical

thinking to see through the tactics of tyrants, and the trivium is the way to acquire critical thinking skills.

37. They are called arts because liberal arts are responsible for giving you the ability to create using language the same way a sculptor or carpenter affects matter the poet philosopher affects minds.

38. The zeitgeist or mind of the age is what is preventing us from evolving into a paradise on earth. We are too afraid of the government to fight it and too deliberately dumbed down to ameliorate it or amend it. In contrast, it seems as though people actually want a surveillance police state (government control over individual behaviors through invasive monitoring) rather than freedom (people acting without compulsion or mandates to effect their own best definition of peace and prosperity) because of their complacent apathy towards the development of a police state's obvious development.

39. The need for this safeguard against tyranny (i.e. the liberal arts) is self-evident with enough understanding. The quadrivium is debatable in that we already have STEM proficiency in schools. But focusing on the matter without first focusing on the mind is folly and the fruits of folly are all around us like a zombie apocalypse (unconsciousness is the true epidemic in our times).

Who killed the liberal arts?

40. The liberal arts were known as classical education up into the 20th century. What changed the paradigm of education from classical to modern? The industrial revolution brought about a philosophical argument for reducing education into something more like fact recitation and indoctrination for the proliferation of the factory-fit citizen. The result has been what we know as school.

41. The push for education to be phased out in favor of school was largely the result of the robber barons having too much influence on government policy. Combined with the immense cultural leverage of the ruler class, the Rockefeller trust and their ilk made sure that society would be full of obedient workers rather than critical thinkers.

42. The end of classical education came at the same time the great depression, and the result was the boomer generation: lacking critical thinking skills, but stultified by facts and a vast array of information without context and without the mental fortification of the trivium. Critical thinking has been in short order ever since.

43. At this point the generational gap between what actual education is versus what school is (as an economic driver), means we have little chance of restoring education to its rightful place due to the cultural amnesia. The dumbed-down population resulting from school is incapable of distinguishing education from facts, and for that reason cannot in and of themselves

make the correct changes to school to make it into proper education through emulating and or restoring the trivium and quadrivium.

Chapter 4. Quadrivium

Arts of Matter

1. The quadrivium is composed of the liberal arts that pertain to matter. Arithmetic, or math as it is known today, is matter as it pertains to number, and music is the application of number in time. Geometry is matter as it pertains to space, and astronomy is the study of numbers as it pertains to both space and time.

2. By studying these topics properly, one cannot help but cohere with the cosmic reality of one's existence as a discrete packet of information in a matrix of information, data, or atoms as we call them. The quadrivium is the precursor to physics, particularly quantum physics, which integrates matter and mind in a coherent perspective. The need for a deeper understanding of reality than materialism is essential to the overall enlightenment of the individual.

3. The purpose of the quadrivium, and of learning about the cosmos in general, is to come to an understanding of reality in relation to our felt experience as human beings. In other words, through the quadrivium we can come to the recognition that we are the expression of the universe itself. In still other words, we are the universe experiencing itself subjectively. The power of this realization is that it inherently elevates humanity to a higher purpose than simply existing as Non-Playable Characters in this experience called life.

4. The purpose of the liberal arts in general is to elevate humanity to a point of enlightenment, and for this reason the perspective of reality must be elevated.

5. The quadrivium could begin as early as the age of seven, in the form of basic mathematics as a primer, and should be pursued extensively—until it is formally mastered by the students at the formal operational stage of development (adolescence to adulthood). This process must begin along the time logic is introduced at the concrete operational stage (7-11), and would ramp up at the stage of formal operational thinking according to Piage's stages of childhood development.

6. The sensorimotor and preoperational preparation through the univium and bivium respectively will result in a seamless transition from aesthetics and natural beauty to math, geometry, music and astronomy. By actively cultivating curiosity as a cultural condition, the students themselves will be groomed for education from birth. This and this alone is the key to proper civilization. And because this is not mere fact recitation, but a disclosure of reality through symbolization, the potential for indoctrination is non-existent.

7. The potential for human freedom under such an education paradigm is greater than it is under the current model. Thus, for those who wish to embrace independence from government, and to live life under their own rule, the quadrivium gives the context as to why that is a valid undertaking: you are the universe, and not some animal. To domesticate humanity is to shackle the universe itself in a mental prison of conformity to arbitrary norms invented by despots to enslave their populace.

8. Knowledge of the universe cannot help but resort to a deeper knowledge of self, because self and universe are but words, and the reality is they are one and the same, mere expressions of the same phenomenon. The transcendence of language results in the theology of unity consciousness.

9. Our bodies are composed of atoms, which are almost entirely empty space. The only thing keeping them together are forces which we have still yet to understand. The cosmos is composed of stars and planets in an almost completely empty space. The key to unlocking the mystery of the universe is recognizing the self similarity of all scales of reality.

Classical Quadrivium

10. The classical Quadrivium originated from the ancient mystery schools in Egypt, focusing on the geometry of nature, and the power of harmonics, along with astronomy as a matter of theology. As time went on people like Pythagoras and Plato brought the mystery teachings out of Egypt and into Greece, where they developed schools of learning devoted to the hidden mystery of the universe and its subtle characteristics.

11. The classical Quadrivium consists of understanding matter, as we have expressed above, but also understanding space, time, and quantity in relation to matter. Throughout history, the quadrivium has acted as a serious attempt to cognitively master the realm of nature through knowledge and insight into the source-code of reality.

12. The limits of the classical quadrivium are that it does not include fractal geometry, though it does only in regards to the flower of life pattern. Lacking fractal geometry as a guide to understanding the universe philosophically renders the quadrivium incapable of fully describing the patterns of nature. Nonetheless, this powerful prototype for universal knowledge is invaluable, and was proven to be so in its own time by the persons that were affected by, and enlightened through it.

13. The most advantageous aspect of this schema is that it has existed for so long, and its curriculum is time tested to be valid and worth learning by everyone. To suggest that a modernized version should be reinstated is not a radical notion, nor a new suggestion.

Modern Quadrivium

14. The classical quadrivium was a product of middle age scholars, but this subject matter has ancient origins. The ancients believed that universal knowledge was attainable, and for this reason they devoted themselves to discovering the hidden aspects of nature and reality that most would simply take for granted. Modern incarnations are called classical education, but the term is a misnomer.

15. The quadrivium has come to be synonymous with christian education due to its classical origins, and for that reason has been thrown out with the bathwater by secularists. The trivium has fallen to the same fate unfortunately, and so the classical liberal arts have become unpopular due to fallaciously conjoining antiquity with the unfavorable past of Christianity: censorship, condemnation of opposing views, and generally stifling progress.

16.Christianity, however, does not have a monopoly on the classical education that originates far before Christianity. The quadrivium is, if anything, a serious threat to literal interpretations of the bible and the flat earth premise—due to actual exploration of the arts that measure things like space and quantity.

17. More modern interpretations of the quadrivium include physics, architecture, agronomy, and biology as practical subjects. As a matter of course, what a person seeks to become specialized in would determine the extra courses beyond math, geometry, music, and astronomy. The original quadrivium needs to be the set standard, while the proceeding practical subjects act as the primer for professions and more specialized learning in engineering and Western medicine for instance.

18. Today the liberal arts are known as the humanities, and consist of life science, physical science, logic, mathematics, statistics, computer science, philosophy, history, and social science as well as the creative arts. Broadening the subject matter in this way, while necessary, has resulted in the classical liberal arts becoming twisted, and in effect lost regarding their potential impact on the student. The intent, which was to enlighten the individual to the cosmic connection of life to the universe, has been lost due to focusing on facts instead of actual education. Most people with a degree in the humanities come out being totally atheist rather than at the very least agnostic, which is the more rational position between theism and atheism.

19. What modern education lacks is a romance with wisdom and a poetry of understanding. The humanities are not a replacement for liberal arts, but the liberal arts, classically taught, would eventually result in the emergence of the humanities. For this reason the value of the quadrivium and trivium is superior to the value of the humanities, and should be considered the primary basis for the humanities to be explored properly. Without the liberal arts the humanities are mere facts, and cannot be called education.

20. All one has to do is observe the average humanities degree course curriculum to see that it has been marred in arbitrary, superficial social sciences like gender studies, critical race

theory, and other ideologically driven courses. The majority of humanities courses today are not designed to cultivate independent, critical thought, but rather to inculcate a mentality of activism towards social issues. There is, of course, validity to this premise, for the purpose of the liberal arts is to free us from dependence from government control ultimately, but without the classical liberal arts, coherence with natural law and thus self governance, is impossible.

Quadrivium of the Ivium

21. The intention of reviving the original liberal arts, and expanding their scope as the humanities have done *poorly* in our current time, is to generate a cultural movement towards brotherhood and unity in understanding as opposed to division and polarization through an allegiance to facts.

22. The quadrivium stands as the greatest testament, and gateway to universal understanding, which prepares a person for natural law: the philosophy of conduct for a level one civilization. Lowering the standards of education, and broadening the scope of learning to the point of objectively ignoring the liberal arts is a mistake that we intend to correct with the introduction of the overall Ivium schema.

23. By recognizing these arts as tools for grater, understanding of the mind and the universe (including the body), we can then come to realize that the next step is to understand the spirit or consciousness (a subject which has largely been denied or ignored by western atheist philosophy, despite its ancient and contemporary tradition in the east through yoga, meditation, martial arts, and prayer).

24. By the time a student reaches the formal operational stage dealing with metacognition and imagination at around adolescence, they are ready to start learning the quadrivium. It should not be relegated to the university setting. Further, parents and community involvement in this process is essential to give a broader understanding of the universe for those who have not been formally introduced to the subject.

25. The teachers of this new version of the quadrivium could be sourced from the already existing body of classical educators that are teaching the subject anyway. In addition to this, due to its long and full history, the material free on the internet is substantial. The only thing preventing the quadrivium and the liberal arts from being common knowledge today is the vested interests that thrive off of the public decision to prioritize entertainment over learning (just look at the universities with their sporting events and emphasis on that over academic superiority.

26. Today, college and university education is regarded as a big party for all too many. Those who take it seriously are ostracized and called nerds. To really change the culture we need to ignore the new politically incorrect position over fallacy and appeal to emotion over reason.

Conclusion

27. The classical liberal arts have been, once again, siphoned into the upper crust, leaving the majority of people incapable of detecting logical fallacy, as well as falsity in the media landscape in which they find themselves. Never has the importance of the liberal arts been more apparent than now. We have all the means to be as enlightened as our forefathers, founding fathers, yet we are stultified by the facts over the function of language and knowledge.

28. To liberate humanity from the control of the plutocracy of our current world, the first step is to equip the average person with critical thinking skills.

29. As we conclude this chapter, we close the most instrumental, formal and integral aspects of the overall Ivium schema. The following chapters will be in regards to the practical, self improvement and self mastery aspects of the art of liberation.

30. The best thing we can do to ensure that western civilization evolves instead of falling into a dark age of technocracy and trans-humanism is to evolve the education upon which the entire civilization rests.

Chapter 5. Pentivium

The classical liberal arts are concerned with the mind and the matter of the universe. However, the pentivium includes those aspects of the liberal arts concerned with the spirit. This missing aspect of the liberal arts used to be formally supplemented by the theological study of God through various religious traditions, but the corruption of these institutions has resulted in a greater distance from the people to the divine. Our intention is to replace the church and the temple (worldly influence) with a direct connection to the holy spirit within (spiritual influence).

The Art of Spirit

1. The pentivium is the “five roads” to self-mastery, sovereignty, and self-education. Those five roads consist of: purification, study, exertion, balance, and play. We will explain each step in sequence, but it must be understood that enlightenment is a continuum, and that the process of enlightenment is not a process as such, but a form of remembering that requires only a change of heart, rather than any formal education from any teacher or mentor to establish.

2. Consciousness, as it is regarded by contemporary science, is a result of chemical processes, yet it is unclear how perception is actually converted into a felt experience. According to modern physics, consciousness is a “hard problem” only because it inherently ignores or

chooses to disregard the ancient wisdom of All in One, or Christ in You as it was called at the turn of the century.

3. Quantum physics has disclosed the importance of an observer upon reality with the double slit experiment, and other like experiments. And for this reason, the spirit and the matter, and the spirit and the mind are all intertwined through the space between them. It is our proposition that space and consciousness are one and the same.

4. Purification is immensely important to the clarity of the spirit as it is perceived by the mind. The fact of consciousness itself, what it is as opposed to perception, is taken for granted due to the fact that the very *you* or Identity that is trying to understand consciousness *is* the consciousness itself: you are *IT;* thou art that!

5.The voice and intention of the spirit is far too subtle to be felt or recognized in our modern world of distraction and business. One could say that the world has been designed this way so as to disconnect the average person from the deeper reality of their sacred essence. In order to rectify this, one must study the (secret) spiritual teachings of all ages, and a book does exist with this title by one Manly P. Hall.

6. The overall pentivium concept acts as an insulator and amplifier of the spiritual connection. As it is depicted below, the pentivium acts as a protective front from the influence of mind control through government and religion. In combination with logic, this process is solidified into a powerful amplifier of critical thought and individual sovereignty or self governance.

Pentivium

The Science of Spirit

7. Energy and matter are different states of the same essence. Matter and energy are both datum, and thus the universe is informational, which really means reality is mental because something has to read that information in order for it to function as experience as it self evidently does through life. Our identity in and of itself is proof of a mental reality, and since reality is fundamentally fractal, it stands to reason that the universe itself is the creation of a greater mind.

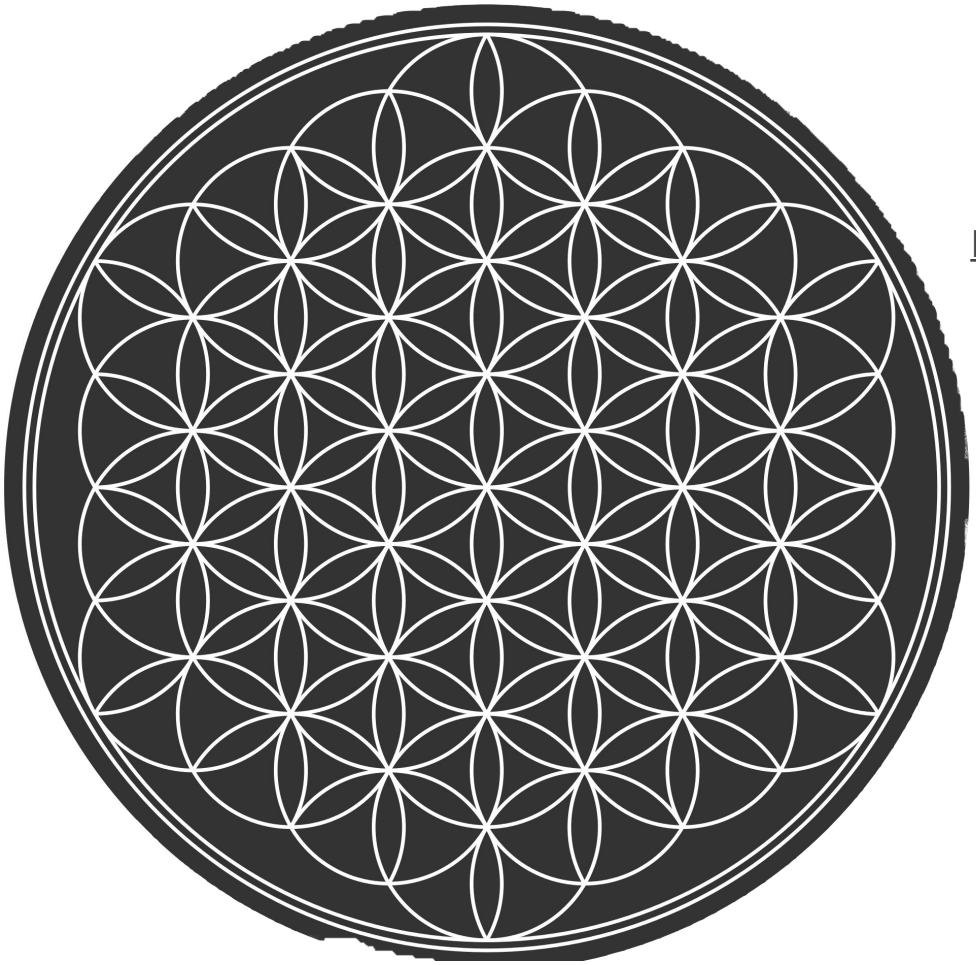
8. We come into this world completely ignorant, and for that reason the need for a true education in the introduction of the universal self is paramount. Creating unity instead of polarization means recognizing the underlying unity of all things. If we ignore this as we have for so long, we do so at our own peril. The new world order is the culmination of the division of people by governments and religions in order to absolutely control them.

9.When we cohere with the flow state of life, we connect to a deeper dimension of being that has been known by mystics for thousands of years. Names for this state range from culture to culture, but for the purposes of this dissertation, we will use the term flow. Tapping into flow is what we mean when we say play. Because, when you are in the flow state, that is what is taking place; you are no longer living a scripted, programmed dialogue, but acting as a source for a new program altogether. As you reach this flow state more and more often, the state gradually forms a stage or a consistent, more permanent state of being from within, which then reverberates outward into your behaviors and actions.

10. The hermetic teachings are perhaps the best source of spiritual knowledge aside from the Upanishads of India, or the Tao of Asia. However, alternative history suggests these all originated from a superior spiritual-centric civilization that existed before the great ice age

approximately ten thousand years ago. Whether this is true or not is largely irrelevant compared to the overall similar message of these texts in regards to nature and the universe, the hidden science behind spirituality.

11. The majority of the *science* of spirituality is in the study of sacred geometry and its implications for all of creation. The additional framework for understanding how that geometry is applied in the continuum of creation is exemplified by the most sacred geometric shapes: the flower of life. The flower of life is a fractal made of many circles overlapping in a kind of wave pattern as depicted below.



The Modern Folly of Intellectualism

12. Modern intellectualism has become a parody of itself. Because facts have replaced education, the modern intellectual is anything but, and unless the person is classically trained, as in through the trivium, they will not be able to make cogent, or truthful arguments, and the evidence is clear in modern intellectual circles that this is the case.

13. The folly of modern intellectualism is that it has consistently thrown the baby out with the bathwater. The baby in this case is the spirit of devotion to a higher ideal than mere money and wage slavery. Money has replaced God, or Nature, or Spirit. And it is for this reason that modern intellectualism and modern society in general is lost. The underlying unity of all things has been forgotten, and with it the whole of civilization.

14. In order to evolve, and thus save civilization, it is our duty as citizens of the world to start the world over again. We have it in our power, as Thomas Paine said in "Common Sense," but the modern intellectual refuses to acknowledge this, and instead placate the powers that be with protests and voting rather than recognizing their own inherent sovereignty and simply starting a new culture and government to replace the broken one.

15. The only people doing this are those who are starting homesteads in rural areas and gardening initiatives in urban areas. Most people who are concerned with ideas of how life is to be conducted are not themselves terribly good at living, wouldn't be able to garden, and are less likely to embrace unsafe freedom over safe slavery. It was Harriet Tubman who said that she could have freed more slaves if only they had known they were slaves.

16. In a similar fashion, the modern intellectual does not fully understand the bars of his or her prison. The bars are not made with patriarchy, racism, or violence, but through collective compliance. And since that statement makes logical sense and rhymes, it is both true and poetic.

17. The cure to this folly of modern intellectualism is the embrace of ancient wisdom by the modern intellectual, not as a matter of faith in the validity of those teachings, but as a matter of correction from indoctrination and facts to actual proper education. The validity of those teachings within the liberal arts is self-evident in the personages and disclosures throughout history, which we regard today as like unto gods: Pythagoras, Galileo, Newton, Tesla, Aristotle, and even Einstein.

18.The irony is that many of the greatest intellectuals of history were devoted to understanding the mind of God, which is a result of their classical, more spiritually rooted education. They were regarded as heretical by their contemporary society, each and every one of them, yet they understood something that unveiled fragments of the mystery to them, which people are mystified by to this day.

19. The only argument that the modern intellectuals have is that there is no "evidence" for God, yet their very identity is the evidence: their observation in and of itself, giving them the ability to make such a judgment, is the very heart of Christ itself, which is consciousness as such, not attached to a corporeal being.

Looking Within and Finding Christ

20. The Christ in you is not a concept. You are not your person, your mind, or your spirit, because there is only one source to the spirit itself. It's all one energy, just like a rainbow is many colors but ultimately from one light. WE are one Self! Thus, humanity and all life is from the same source, all expressions of THE ALL as it was called in ancient Egypt by Hermes.

21. The universe itself is alive, and we are the fractal representations, made in the image of the bigger picture. This all makes more sense than believing in a man in the sky who watches if you make mistakes, yet it also demands that we live in accordance with the voice of loving kindness that emanates from higher consciousness states. Again I did not try to rhyme, but since it did, and since it makes logical sense, the above statement is both poetic and true (states loosely rhymes with mistakes).

22. We all come to this realization of divine, or sacred, impersonal identity, but in our own time. No one can force a horse to drink water, just as no one can force a person to love another. Yet, love is the very source of human life, so it is our responsibility to cultivate it and protect it like a living flame within our hearts and the hearts of our human family, our children and neighbors. We, you and I, are more than merely clumps of electric meat, and knowing this makes love and trust possible in our hearts.

23. This is the key to maturity, and the way to implement natural law.

The First Spiritual Art: Purification

24. The first stage of the pentivium is purification. This is a spiritual art because it involves changing the matter and mind of YOU, through application of will power. Purification can take many forms, and involves a lifestyle of inner strength, discipline, and courage.

25. Fasting is the single most powerful, immediate, and available form of personal purification. Americans in particular could benefit from a cultural acceptance of fasting as a matter of health, both mental and physical.

26. Digital fasting, AKA Dopamine fasting, like edible fasting, is an important part of purifying ourselves mentally, and in combination with exercise and play in nature, result in many physical health benefits as well. Fasting from our phones and from things like porn can be invaluable.

27. Play in nature is also inherently purifying in a spiritual sense. Communing with nature, animals, and the wild in general has the effect of measurable positive psychological effects on the individual.

28. Physical expression in general has positive mental, and physical benefits, yet when we perform the correct physical expressions we can achieve higher states of consciousness as well, think of Yoga, Martial arts, and Meditation etc.

29. Eating food that is alive, particularly nutrient dense and complex foods like mushrooms, vegetables, and fruits, nuts and seeds, organ meats, and some animal flesh (preferably hunted yourself or as close to wild as possible) is the key to a healthy life.

30. Drinking clean water, either directly from a spring, or from a high quality filter, is as important to health as the food you eat.

31. Breathing with intention, while seemingly arbitrary, has the power to deliver the meditative benefits of metacognition at a basal level, and so can resort to higher levels of intelligence through simple application of attention. Clean air, for this purpose, like that of a forest or meadow, has the best benefits due to fresh and abundant oxygen.

32. Cleansing the mental pallet can be achieved with silence over the course of repeated hours of meditation, just as it can be achieved through 5-MeO Dmt in a matter of minutes.

33. However you choose to purify yourself, always remember that it is as much important to purify and detox as it is to enjoy life and retox occasionally. Take everything in moderation, including moderation.

34. Never underestimate the power of solitude in the path of purification. For the willingness to commune with the silence of our soul is the very ascent of the Soul to God. By envisioning perfection in this way, we become closer to that perfection through correspondence.

The Second Spiritual Art: Study

35. When we say that the second spiritual art is study, we really mean curiosity, or inquisitiveness. This, children have innately, but when they are presented facts instead of mystery, their curiosity is stultified, resulting in their willingness to study and general curiosity being hampered or reduced over time, when this is not natural.

36. As a person who suffered through this *stultification,* the use of medicinal plant substances has proven instrumental for the present author in regards to the spark of inspiration. That being said, it is not a guarantee, nor a requirement. What we are connecting to in these states, branches, like the neural connections in the brain, and the two are one. When we learn, we connect, and when we connect we learn. The true value of any deeper connection to our own true self, is that we are no longer burdened with the fears, lies, and misguided beliefs of our culture.

37. And so it is by studying through curiosity that we further purify ourselves. The idea is not to have or possess ideas, but to entertain them all with skepticism. “Truth is a pathless land.” as Jiddu Krishmanurti once said. We must be our own leaders, we must make our own world. The spark is study, the spark is CARE, the spark is curiosity, the Christ is there.

38. Ignorance is the opposite of the spark, the opposite of everything brilliant, everything sacred. If there is any evil in this world, it is ignorance, for ignorance leads to entropy. And so the antithesis for study is ignorance. Do not be ignorant, for to ignore the truth of God, the truth

of reality is to be less than the animals, for the animals are unable to question the self-evident quintessence of their existence. Only human kind is capable of such ignorance.

[The application of the liberal arts is the process of acquiring knowledge.

As a first act of acquiring knowledge, I give to you the hermetic principles in the hopes that you will act upon them [please note that I have expanded them from the traditional 7 to the esoteric 13]:

1) *Mentalism: the universe is mental, reality is the thought-form and representation of a greater mind. Consciousness is fundamental, linking and likening us to the creator.*
2) *Correspondence: As above, so below: we are avatars, connected to the creator through fractal self similarity. As within, so without: who we are on the inside will reflect our experiences on the outside.*
3) *Vibration: The universe is in constant motion; everything moves. Mind is the central mover, and by willing the mind to vibrate differently, the universe will respond in correspondence.*
4) *Polarity: Opposites are degrees of the same spectrum. Emotions are a matter of vibration, and changing our mental state is a matter of simply adjusting that vibration on the spectrum.*
5) *Rhythm: What goes up must come down; all things vibrate between positive and negative, and it is through the application of the previous principles that we determine how hard we go from one to the other poles.*
6) *Cause and Effect: You reap what you sow. What you put into the world is what you get out of it. This is the truth regarding agriculture as much as it is spiritually true for you morally and socially. Act or be acted upon.*
7) *Gender: everything has distinctive properties that fall into the category of either masculine or feminine according to the law of polarity. The brain has two hemispheres associated with either gender traits, and so even within each of us is the spectrum of gender traits to varying degrees.*
8) *CARE: What you care for and attend to, what you align yourself to through vibration, in correspondence of mind, and cause and effect becomes what you manifest. The true law of attraction. You are directly responsible for your reality: each of us and all of us are directly responsible. What you do is what you attract. Be ignorant and bring ignorance into the world, be wise and bring wisdom into the world.*
9) *Disclosure: God, the greater mind, wants to have a relationship with you, and through certain avatars, aligns itself with the microcosm in order to give insight into how we can have a direct relationship with the ALL. Each of us can have a direct relationship with God if we attune to that frequency through meditation, prayer, etc. We can all be actors in the play of disclosure.*
10) *Evolution: just as children are born to grow and better themselves under our care, so too all of God's creation is evolving and becoming better according to their CARE, and the laws of cause and effect, vibration, and correspondence. Through disclosure, we are given greater*

insight into what that evolution is determined to be, and how best we can evolve according to God's plan.
11) *Transcendence: The single cell organism evolving into a multicellular organism, the individual into a society, and many societies into a global society, all represent the principle of transcendence. Through correspondence, all life, microscopic, scopic and macroscopic, are determined to evolve to a transcendent goal of integration after a period of differentiation.*
12) *Self-similarity: a characteristic of fractal processes in which the whole can be found in each of its parts. Holon is a term to describe a compositional whole that is also a part of yet another composition. Everything is a holon.*
13) *Unity: oneness with THE ALL is both inevitable and inescapable. We fear unity at the sacrifice of self, but only by facing our fear of unity with the greater mind can we ever truly live and love as enlightened beings. Embracing personal death is the key to unlocking the soul from a prison of conformity and domestication.*

39.The overall importance of these principles is that we are responsible for our reality, each of us individually and all of us collectively determine the ride we are on, and that of our children's children through ancestry and parentage. This is both an incredible opportunity if we stand up to the challenge, and a potential curse if we are content to falling into apathy and complacency within our lower impulses.

40. By acting on what we learn from the implications of these principles, we may become masters of our destiny, but if we ignore them we simply continue as usual and suffer more deeply as is the law. To study and apply the knowledge of the wise people throughout history we may become wise, and with love and wisdom we will possess truth, and in that unity with the ALL mind, we become an embodiment of truth, capable of governing ourselves as initiates in the great work of evolution.

41. Participation in the great work of evolution is the greatest purpose that a human being can have, and that is what this dissertation is based upon. The purpose of this text is to evolve human thought into the direction of a more human, rather than trans-human direction.

The Third Spiritual Art: Exertion

42. Let it be known that by exertion we mean struggle, we mean having the strength to pit ourselves against ourselves; to endeavor, to have the power, the vitality of greatness—through exertion of the very willpower developed in the process of purification and studiousness.

43. If you are not about something higher than yourself that this world has forsaken, you are here but not really present. This does not mean that we should exhaust ourselves in the exertion of this higher purpose. What it does mean is that we are gradually learning to play a greater role in our own destiny, as opposed to the destiny that others have prescribed for us.

44. The act of the struggle was exemplified most obviously in the crucifixion and phoenix-like resurrection of CHRIST in the PEOPLE, after HIS person died.

45. Exercising our rights, exercising our birthrights, and claiming dangerous freedom and sovereignty over the convenience of Modernity is the greatest gift that we can give ourselves and our children, along with a robust education.

46. Applying the learned knowledge acquired through study by, for instance, educating your young, is the greatest test of one's own knowledge, and the greatest way for the next generation to connect and become social and aware. Plus applying knowledge means exercising the parts of the brain that don't want to be exercised.

47. Going against the current. The struggle for human dignity and sanity in a world that is becoming ever more dark. To go against the grain is to commit violence against the conformist. To face herself, the coward sees past the mask and sees nothing and is terrified. For this reason she is a coward, for she is ignorant of the nothing that god is (space itself).She sees her faceless self as a terrifying proposition: I do not exist as such.

48. To realize that you as a person do not exist, but that Christ or Consciousness is all that exists, is the key to, ironically enough, personal liberation.

49. Without effort, nothing is possible, entropy is inevitable. And everything easily obtained has always been worth little. Thus we should always be striving, facing fears, overcoming our bodies. Stagnancy is the death before death, and apathy is the death of the soul. This is what we mean when we say someone is an NPC, or a zombie. Without some higher sense of purpose, a person can be rendered into this state by another in order to enslave him or her. This must not be allowed to happen, we must all be uplifted out of this poverty of spirit!

50. Pushing ourselves out of our comfort zone requires courage, and that is not easily acquired. First one must take on the greatest challenge of all: to stare down their own mortality. Confronting death is the key to embracing life fully.

The Fourth Spiritual Art: Balance

51. Balancing the arts of the Ivium is, in and of itself an art. The significance of which rests in the flow state, which we will explore below. By balancing our lives with purification, study, and struggle, we reach higher states of awareness, and greater spheres of identification.

52. The purpose of experiencing flow states is, in combination with logical contemplation, they have proven to have the effect of harmonizing the left and right hemispheres of the brain. Creating synergy within the neural pathways of the brain itself, new neural pathways form over time if this is regularly practiced.

53. Thus, the beauty of art is the dance, the painting, the sounding of music, the flow states acquired in those processes, and caused by observing those processes as well. and not the recorded documentary evidence thereof (as in the piece of art itself). The evidence of beauty is

taken as that which is apparent, but it is the spirit of life that caused the evidence, the evidence is a reflection of the spirit of life. [This is why people who are obese are looked down upon in ways, because intuitively they must not have a great spirit for life if they are, as they appear to be, so apathetic to their own struggle as to obey their hunger more often than they exert themselves or their willpower.]

54. Balance in the process of hunger and exertion is a basic component of our lives as creatures from evolution. The balance in this process through purification is the key to greater spiritual awakening. When our body is harmonically aligned, and our brain is in harmony, we can access higher orders of intuitive knowledge that Jung described as Archetypes.

55. The truth is the Red book documents Carl Jung's experience with these Archetypes, and with his own sense of Sophia or Christ within him. The fact that one of the greatest experts of the field of psychology acknowledged a higher order of mind within him means that our entire paradigm of assumptions about the mind and consciousness are flawed if they are rooted in Materialism.

56. We must find balance in valuing our spiritual, intuitive life as well as our concrete, operational life. Discovering this balance, and discovering our intuition, is possible for anyone because the deepest part of you is the deepest part of me, and vice versa. The benefits of such a balance are immeasurable by financial standards, yet they are the key to success in life beyond mere financial security, which is the effect of a person who is exerting themselves in the project of civilization. A balanced person is a better citizen.

57. The ruling class wants you to drain your living essence by working tirelessly, then watching television, and make you a slave through money and debt. The way to break free from this influence of the Dark Crystal, is to have thoughts, and fears, and hopes, and love, to study and to struggle, and to purify ourselves from the Dark Crystal's [see Dark Crystal] influence.

The Fifth Spiritual Art: Play

58. Playing life as The Player, rather than in autopilot as the tool of someone else (i.e. an NPC), means being aware that You is the awareness, not the Avatar, not the sim, but the spirit of life within.

59. Love is the key to play because we must have a deep adoration of the All in some facet in order to be compelled to study and to learn to impress that point of adoration to the point of patronage.

60. Discovering the Self, by losing the self in the union with the senses and the hemispheres of the mental polarity between logic and chaos constitutes the great work. Realizing the inherent union of all things through transcendence renders the soul purified and transformed from a baby of the cosmos to an enlightened soul.

61. Play does not mean carelessly giving in to your bodily habits, but to struggle, to challenge your stagnancy, your comfort zone. Play means to grow, to experience, to improve

yourself, to be the player means to evolve constantly, someone who is a player cannot walk through the same river twice.

62. Community is essential to a truly fulfilled life, as Erik Erikson and Maslow both show stages of development and hierarchy of needs respectively. Being the change you want to see has come to fruition. The next step is to seek the help of others through cooperation. One must have enough experience with persuasion to be effective in this area, but with time that can be relatively easily acquired. [To do so, try acting and or improvisation classes.]

63. In order to be perceived as wise, one must be willing and able to put themselves in the position of being perceived as a fool or madman by society. Love, not logic, is the key to Sophia wisdom. To love means to be inspired, awakened with life, self awareness, and an expansion of one's limitations in the name of searching for something more beautiful than oneself.

64. Through purification, as we study the ancient mysteries and regain our prophetic power of the soul, and rule over our own body and mind as a king rules wisely, finally we can love and unite with the divine source. Once united, we can self govern and be done with both government and religion.

65. Mysticism and Philosophy are hinting at the same celestial unity. Combining the arts of both mysticism and philosophy, or embracing the role of both in divulging truth is the role of play, embracing play in adult life, and bringing the aesthetic of the divine into the common everyday experience. Create art based on the beauty of nature and its principles and function!

Playing is Better with Companions

66. The game of life is meaningless alone. No man is an island. Anyone who reaches a level of self awareness longs deeply for connection.

67. The need for companionship cannot be understated. The connection of the soul is like the connection of the neural pathways of the world mind. The energy of those connections has the potential to move the planetary body.

68. A gamer seeks to hack the system, and the only way to do that is by freeing the NPC slaves. Once the NPC slaves have become freed, they become self aware warriors in the battle for truth. Once freed, the masses can set their sights upon correcting the world as it was set by the evils of this world to benefit the corrupt.

69. The unity of all players pulls humanity together, just as an outside force seeks to tear it asunder. This is the life and death instinct from psychology. To play life properly, we need to come together and choose the destiny of our own, rather than have it be provided to us by a ruling elite.

70. Companionship is like the overall puzzle of life; when we connect pieces it becomes more and more obvious that each piece is a representation of the whole, and necessary as a full picture reflecting in each and every piece.

71. The entire premise of play is to be challenged and yet not so challenged to seem impossible. We are challenged with the love of Christ, meaning his love he felt, and which we can feel for all of humanity as a self similar representation of the same Spirit.

72. Playing life together means choosing a new path for our collective human will and acting accordingly, ignoring the current order, as is our birthright.

Playing Life with a New Currency: Trust and Love

73. Playing life means connecting and acting to benefit humanity and the environment by extension. With that a new currency can be formulated, transcending the need for currency, digital or stationary. The new currency is trust and love.

74. The cloud of trust is intangible, untraceable, and completely against the surveillance state. Citizenship could be connected to being a member of the project of civilization, and in doing so grant the trust and love of society through access to the necessities and to conveniences depending upon the level of skill required for your contribution.

75. A musician on the street versus a nuclear physicist for instance: the musician has the necessities of food, clothing and shelter, but the nuclear physicist has access to a car and a jet if necessary. The teacher has access in a similar way, as well as connection to the community, and access to information technology in their capacity as a teacher.

78. Teachers can be re-platformed as in home through video, and the lessons hands on can be carried out anywhere from the homestead to the community. The culture of education that ensues ensures that as many people can become self aware and self actualized enough to trust and love one another enough to transcend the limitations imposed upon us by empires since time immemorial.

79. The family and the school can become interconnected, conjoined, and in so doing create new crafts, new trades, or at the very least revive many that have become less common.

80.The Choice is in public attention and awareness towards corporations, governments, and religions, over actual culture and individual wealth opportunities results in a world that prioritizes the capitalist or the global banking cartel over the person.

81. By enabling the individual with as many trade skills and opportunities for benefiting humanity as possible, the entirety of society is benefited by the aggregate industry. The best way to enslave a population is by giving them degrees in intellectual studies rather than actionable trade skills. A truly enlightened society gives both for the cost of paying it forward.

82. By giving young adults the benefit of trade skills, along with intellectual arts like the trivium and quadrivium, a new renaissance will result. We know this to be true because of history. The issue is we have today a broken version of what was known in times long past as education, philosophy, or magik.

83. It is by learning a trade skill that the player becomes unified through the art of action. From the body to the mind, the spiritual dimension of the player becomes evident when we enter "the zone" or the flow state. Being challenged by others, and by our own will to be and do better, or to simply express ourselves, we become more in tune with the spirit of life, and thus with the very source of identity itself.

84. By establishing an economy on flow, love, and trust, we no longer require the incentives of money, or the hindrances of development that the profit motive or the monetary system inculcate in the masses.

85. Making *contribution* is about finding your flow to benefit humanity, and allowing information to flow freely instead of through closed doors of university, allows for the human potential to be unlocked, and in doing so makes all human activity the currency for a new planetary organism.

Chapter 6. Hexivium

"We don't have to be spectators to our own lives." Guy (Free Guy, 2021)

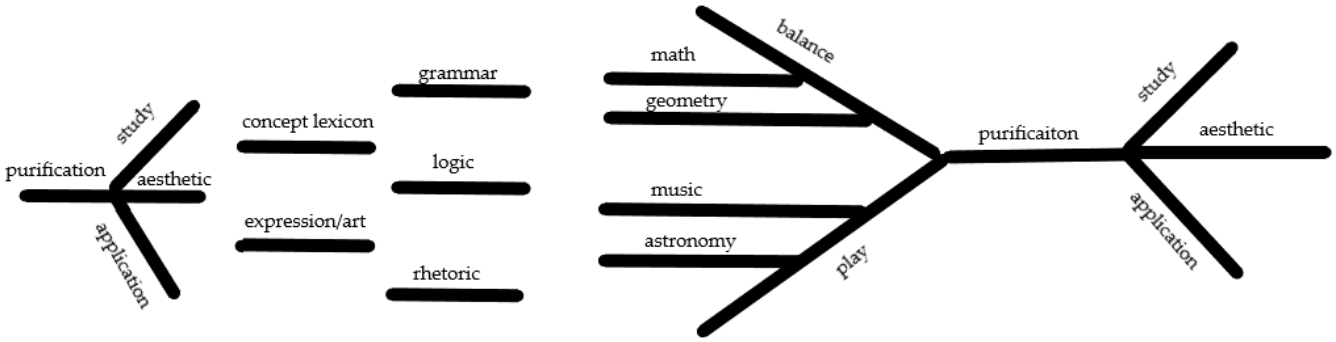
Planetary Organism

1. The Hexivium is the first steps towards creating a world order in opposition to the so-called New World Order of the neocon technocracy set via the World Economic Forum and the Great Reset of the fourth industrial revolution and web3 and beyond.

2. In order to combat the surveillance state of the world fascist order of the 21st century, a new economic order must be established, which requires no technology, and requires nothing but a change of allegiance from trust in money towards trust in humanity, otherwise known as agape or love of god.

3. When the love of God overcomes the love of money and the love of numbers, the true wisdom of the ages comes to the fore. A bridge between the scientific dictatorship of mankind to the paradise of nature's design and favor. That bridge is made with our collective recognition that life is more than just working to make money and watching television and eating in our free time.

4. What we represent is a planetary organism; we represent the universe in person, and so it is our obligation to be the best version of ourselves so that the planet itself can be the best version of itself, so that in a reciprocal way, we all may share in the overall betterment of the planet. (This is the heart of the univium concept in chapter 1.)



Reviving the Family

5. By understanding that this Ivium process is one that connects the generations directly through parentage, the need for community involvement becomes self-evident and immediately necessary.

6. The nuclear family of two parents and their children is and has been under attack by cultural engineers that seek to control the population through school and entertainment. The current culture is one of indoctrination and conformity. The nuclear family is in opposition to this, as it represents virtues and principles that transcend time and represent the highest points in history.

7. By breaking the family, the light of the truth can and will also be broken, making the world of illusion seem more real than the underlying spiritual reality that consciousness is universal, and thus white, for it contains all color, all diversity and is thus like light metaphorically and literally. Reestablishing the family reestablishes the healthy human mind in the aggregate, and the only way is through love.

8. Any population that is practicing the pentivium will result in the betterment of that population with the enlightenment of its parenting population. However, this can only be possible when a cultural decision has been made to practice the spiritual arts in conjunction with the liberal arts. To marry someone out of practice and have children with them is a mistake, because they will not be on the same page, and will inevitably act in kind—against their better nature. As a matter of fact, if they cannot educate themselves they will fail their children as a teacher, and cause more harm to their children than good if left in their care. People like that are the reason we have public education.

9. Moreover, when we involve the practicing parents in their children's education, particularly in the practical recesses, then the potential for adult supervision as well as family involvement becomes more emphasized as it should be. The elderly could be sourced as the next generation's child care if necessary. Involving as many generations into the education and rearing of the young is the most important thing, but with proper supervision and transparency.

10. Passing on the knowledge of the previous generation needs to be the priority of our culture if we are to evolve and grow as a species. The knowledge has been hijacked and shelved by a thievery corporation out of London rhetorically speaking. We have it in our power to start the world over again by evolving those forms through the process below..

The First Societal Art: Strategy

11. The hexivium is a humanist method of world transformation. To change the physical, mental and spiritual environment in which we find ourselves, we must first cohere with the physical, mental, and spiritual environment within, from which we express the aggregate reality.

12. Strategy in regards to transforming the world from a world government to a planetary organism means transitioning from a psychological allegiance to the world order as we know it to one less familiar but more intuitively sane.

13. The next part of that strategy is the process of sharing this information to others without scaring the living daylights out of them. Most people do not want to open their eyes to the blinding light of their inner truth.

14. How do you tell someone they are worth more than society's definition of them, but do so without inflating their ego to the point of megalomania?

15. The first step in strategic transformation of the forms to which we are accustomed is to envision the better world our hearts know is possible. By envisioning that more perfect world, we bring it into our hearts. Through correspondence and collective action we can bring that more perfect world to fruition by taking steps towards creating an environment that resembles paradise rather than a prison.

16. The act of envisioning, accompanied by coherence with the present world, enables us to transform it as it was intended by the founders. The legal underpinnings of the current world order need to be deeply understood in order for them to be fundamentally changed as they need to be.

17. It is better to light a candle of wisdom than to curse the darkness of ignorance. Start teaching, start actively learning like the future is at stake and reprogram the world in accordance with that better vision.

The Second Societal Art: Education

18. Once one has become self aware, and attained coherence with the world order, the importance of sharing this insight with everyone becomes overwhelming. The systematic sharing of this knowledge of self is the first step in creating a new culture of education over government control.

19. By beginning a practice of education one has become *actualized* in the struggle to free the enslaved minds of his or her culture. Actually making an impact on the course of culture through education means being the change you want to see in the world.

20. Confiding the secret lessons of history means sharing the sword and shield of wisdom regarding tyranny. To protect our future generations we must share the moral of the story of history, and give inspiration to understand the timeless lessons of classical and ancient knowledge.

21. Each and every practitioner of the pentivium must graduate into being a teacher of the Ivium in order for the process to be complete. To do so simply means inspiring others to teach themselves and in the end paying that forward by inspiring others to teach themselves also.

22. Being the teacher of your own children means preparing the future generations to be in coherence with a more perfect world our hearts know is possible. Teaching children classically and allowing them to come to their own conclusions is the best method to date for educating the young. To do this we must become our own scholars, and thus replace education and the power of knowledge with financial and material success as it is disposed of through governmental and financial institutions.

23. Only by educating people about reality can you liberate them. Liberating humanity opens up the potential connections, like a brain off alcohol, bringing about a truly new world order. Educating people as to the nature of that new world order constitutes the formation of a new organizing principle to human activity from property to trusterty, from weaponry to livingry, from school to education, from van life to homesteading in permacultural communities and living cities.

The Third Societal Art: Organization

24. When two or more people on the same page come together they can form something of a hive mind that works through synergy to transcend the independent intelligence of the parts composing the hive or master mind.

25. By working together, after a time of education, we can come to a similar enough page to actually organize and begin taking the formal steps of action necessary to get things done.

Organizing in this way demands a greater willingness to act than merely hosting parties. The trouble with today is people think they need a deeper connection than a clarified goal to be unified and capable of any effective action.

26. Knowing too much about (the personal lives of) people who are seriously acting in the effort to avert evil can be counterproductive to the overall cause. This is why many overly experienced soldiers don't want to know too much about the personal lives of the people they fight alongside. For one it can distract you leading up to the battle, and second it can distract you while in battle to think too much about the fear of losing a close friend. Now obviously one must be friendly with their comrades, but not so close as to become attached.

27. Focus must be given to the strategy and cause of union. The formidable enemy of the powers that be cannot be taken for granted as a sure victory. The power of mind control is not to be underestimated. The average person needs waking up, and thus the purpose of organization needs to be for the active awakening of society from the basic to the more nuanced mode of trust and love.

28. Organizing under the education of the present and future generations means giving priority to the individual over the media and the institutions they bolster and represent. By creating cellular connections of organization, we go from being mere single cell humans to being multicellular, and even organic humans capable of deeper and stronger connections to truth and the power of Self knowledge.

29. Teaching people how to be free and discovering the collective ability to act as a unit means actualizing the greater areas of human potential from actors to directors of their own lives. Rather than being beholden to institutions, we can recognize that those orders were formed from collective human will, and not from the source itself. We can explore, discover, and express that source as our very birthright, but we cannot do so genuinely if we are being guided or informed by institutions that censor or control what is allowed.

The Fourth Societal Art: Synergy

30. Synergy, like every step in the Ivium process, is integral to every stage of the process. Synergy is the mental combination of ideas from multiple areas through various perspectives. In other words, synergy is when people from different backgrounds and viewpoints start working together to pin down a definite course of action based on the aggregate data.

31. By building a community one is also establishing a system of trade, as well as a market for those skills to be traded. The game of life could be a proving ground for various abilities or talents like the shows for entertainment of today but with a more practical purpose of establishing a real source of revenue for creative people.

32. Bringing more and more people into the esoteric practice of philosophy and enlightenment means being willing to share the insight of the soul rather than being content to be the change you want to see through introversion.

33. Education ensures that the future generations are brought into this conversation as early as reason can establish. The sooner children are made aware of their role in the overall tapestry of the environment they find themselves in the better able they will be to create the better world their hearts know is possible.

34. Being among the people instead of hoarding and guarding knowledge means going from the heavenly back down to the worldly. The beauty of this world is to be found in the esoteric and the historically guarded information that created empires and has since empowered the figures that run and operate this world. The needed education is spiritual, and thus guarded heavily from all previous times, guarded today with an air of so-called woo, and or mystification.

35. To demystify this knowledge is to contest the very rungs of worldly power, and thus have the potential to free all of humanity from its slavery to anything below God. For slavery to God is service to SELF, The ALL.

36. By shifting your awareness, your ability to conceive how it is possible for another to shift theirs as well becomes significantly more probable and possible. The willingness to test this theory through expression becomes insatiable. Bringing people into the path of enlightenment is a reciprocal gift that keeps giving.

37. Bringing families together means a collective awareness that they, and not the government, are responsible for their safety and happiness. The true responsibility rests in each and every person's hands and minds to effectively establish security and prosperity, and not the corporations that surround them, or the governments that are responsible to them.

38. The organization and education of society starts with families committing to a new mode of living. The currency of this mode of living being trades and productivity, and basically agrarian; yet science can play a role in livingry (tools of living) just as it can for weaponry (tools of war). Tools of living are those used in common for the purpose of improved comforts in living and in the exchange process.

39. The key to synergy is the mutual understanding of the purpose of human conduct towards a paradise on earth instead of a prison where your entire life is measured and all human activity is calculated. Sticking a needle in the eye of the pyramid means giving up on the institutions and beginning the world over again through trial and error.

40. Bringing more and more people into the fold of enlightened thought means broadening the purpose of enlightenment from academic to practical. The potential for the average person to be brought into higher minded thought means the potential for radical change within a single lifetime. Only through the *mastermind* is this level of change possible.

The Fifth Societal Art: Dissemination

41. As a movement builds, organizes and solidifies, cultural roots are sown. Disseminating the agreed upon principles of a better world under natural law means building new media, new social networks, and new social events that make dissemination of knowledge more fluid.

42. The creation of academies in relation to Ivium and or neoclassical education would be the form of dissemination most adequate for the present time. The best place to host these kinds of academies would be the old malls that become abandoned as time goes on.

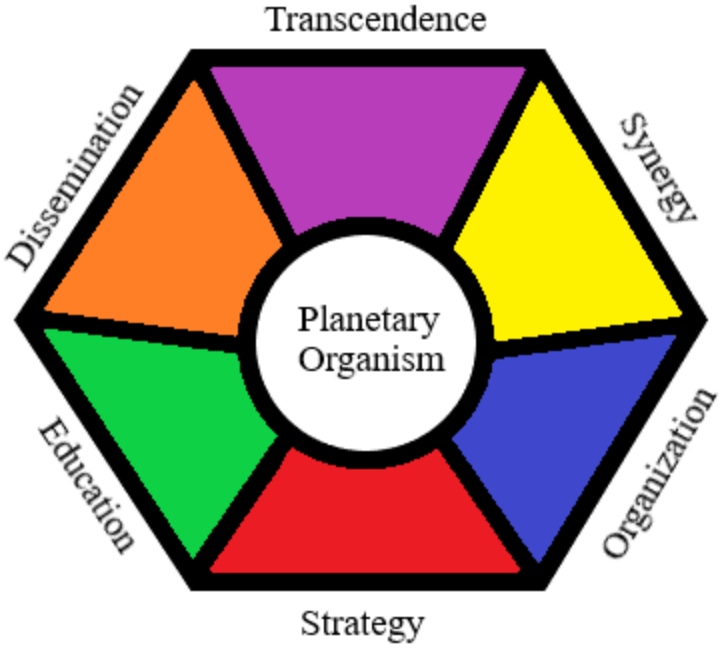
43. The more people become employed in the process of this art of living, this Ivium concept, the more this form of dissemination will become the economic driver and overseer of activity, and in effect the new government. However, by having education to enlighten the people to the law, and to spiritual laws, as well as to the laws of nature, the governing principles go from giving over one's sovereignty to another through representation, to full legal representation of oneself through full abdication of one's citizenship and desire to be represented, and full ownership of one's self as a sovereign individual.

44. The truth is we are all capable of taking self ownership and collectively if we did there would be a paradise waiting at the other end, where jobs and busy work are no longer necessary to live, where automation actually replaces human labor without harming human prosperity.

45. The truth of nature is that the land and how we treat it is the secret to a happy life, not adoration of our own creations. The true craft is that of being a farmer, and the true abundance that of being in community among those who are also farmers and philosophers and warriors.

46. Each and every one of us must be farmers, philosophers, and warriors for truth and the better way of living that our hearts know is possible, but our minds have been convinced is impossible. The beauty and inspiration of heroes is their attitude towards danger, which elevates them to a state of absolute courage. This, each and every one of us must embody in the mission of disseminating the truth to the enslaved masses who live in autopilot mode.

The Sixth Societal Art: Transcendence



47. Once a community has formed around shedding light on corruption, obsolescence, cultural stagnancy and decline, as well as educating the young around classical liberal arts principles and natural law,

newer and better systems of government and cultural expression can begin to emerge, thus transcending the old order and creating a new one, manifesting the univium (chapter 1).

48. The egg of the future is to be found in the ashes of the past. This is the lesson of the phoenix. Out of the ashes will rise a new world, not the one that the world elite want from the top down, but the better world our hearts know is possible from the ground up.

49. The beauty of human art is to imagine and represent this more beautiful world, and the more beautiful human. The problem is when these figures and visions of utopia stop being role models and viable ways of living and start being mystical or mythical concepts.

50. To demystify the hero and become the hero, we must appreciate the true art of living that is required to master ones destiny. The mastery of the hermetic principles and their effects is the best way, along with the hermetic Christianity of Agrippa and the classical teachings of Plato, Aristotle, and Pythagoras, among others, to master one's destiny and become truly wise.

51. Transcendence of the old order means aligning with a newer and better one mentally and physically through integration of the practices of the pentivium by enough of society as to be measurable and commonly recognizable.

52. The seven habits of highly effective people suggests that a higher order of geometry exists for the expansion of the Ivium concept from societal arts to inter-relational arts and beyond.

53. We have it in our power to start the world over again, and we will with the help of the Ivium if there is a God.

Love and Appreciation, We are One Planetary Organism through Christ Consciousness.